Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

3.3 VOCABULARY I can think of other meanings for words found in reading.

Always the New Kid

2. READ

It was recess and Sante sat on the edge of the playground. He felt sad. Not one person had come up to say hi and make him feel welcome. "This is the worst school I've ever been to!" Sante thought. He wanted to blurt out so everyone could hear him. He just got out his snack instead.

"Sante, right?" Sante looked up to see a girl with hair and glasses. She was standing in front of him. Sante went to crumple up his snack wrapper. At first he was confused. Then he answered her. "Umm, yea. That's me."



"Hi. I'm Sophe. So, I hear you are the new kid on the block?!" Sante started telling Sophe how he was *always* the new kid on the block.

3. ANSWER

1. Which word is the most important in the first sentence?
   a. was
   b. and
   c. edge
   d. it
2. What does 'blurt' mean in the story?
   a. to yell loudly
   b. to raise your hand
   c. to say hello
   d. to whisper
3. What does 'crumple' mean in the story?

4. CHALLENGE Circle 5 of the most important words in the story. List each word and tell what they mean on the back of this page.

5. PRO TIP *Many words have more than one meaning. Readers look at all the clues in a story to know what the word means.*

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

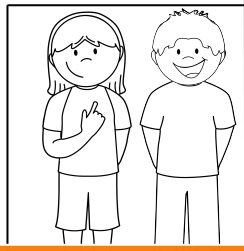
3.4 VOCABULARY I can use word parts to help me define new words.

Always the New Kid

2. READ

Sophe sat behind Amaya in class and had overheard her snarl at Sante when he first came to class. "Amaya is always like that. She's just mean. I learned to ignore her a long time ago," Sophe told Sante as she put her arm around his shoulders and gave him a squeeze. "I think we should stick together," Sophe shouted.

The two quickly became good friends. Sophe wasn't someone that Sante would have normally been friends with. Sante usually made friends with the "popular" kids. Sophe liked anime and knew more about Mario Bros. than Sante would ever know! They became friends a



3. ANSWER

1. Which word is the most important in the first sentence?
   a. overheard
   b. and
   c. had
   d. in
2. What does 'normally' mean in the story?
   a. something different
   b. a big object
   c. a playground
   d. something done often
3. What does 'popular' mean in the story?

4

5.

4 ORIGINAL STORIES | **20 DAYS OF PRACTICE** | **4 FOCUS SKILLS**

4. CHALLENGE

List 5 important words from the story and tell what each word means.

	What Each Word Means:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

4. CHALLENGE

List 5 important words from the story and tell what each word means.

	What Each Word Means:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

CHALLENGE ACTIVITIES FOR EVERY DAY!

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

2.2 MAIN IDEAS/DETAILS I can identify details in a story as I read.

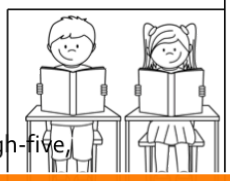
Mary's Mistake

2. READ

The next day, Mary's best friend Jackson sat down next to her. "Hey Mary," he said. "My birthday party is on Friday and we are going to the trampoline park. It's going to be a blast!"

Mary really wanted to go to Jackson's birthday party, but it was the night before the big game. She knew she needed to get a good night's sleep for the game.

"Oh," Mary said sadly, "I'm not sure I can go. My big soccer game is the next day. I will need to practice and get some rest. But, I'll see what my parents think."



Jackson nodded, gave her a high-five,

3. ANSWER

1. What does 'details' mean?
   a. The small events in the story.
   b. The beginning of the story.
   c. The end of the story.
   d. The big event in the story.

2. What is one detail from the story?
   a. Mary was playing soccer.
   b. The kids were at recess.
   c. Mary had a big game.
   d. Jackson had a big tournament.

3. Why is it important for readers to find details in a story?

NUMBERED PARAGRAPHS OPTION!

Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

3.5 VOCABULARY I can think of synonyms and antonyms for words.

ANSWER KEYS INCLUDED

2. READ

v Kid

l year, Sante and Sophe
at it felt like to have a
re. He never had time to

would keep in touch with
was over.
eir goodbyes. They made
Sante

about the class spelling bee.

Being apart was no problem for two best friends.

3. ANSWER

1. Which word is the most important in the first sentence?
   a. together
   b. for
   c. and
   d. the

2. What does 'pact' mean in the story?
   a. to tell a lie
   b. to run away
   c. to make a
   d. to call a fi

4. CHALLENGE Circle 5 of the most important words in the st
word and name synonyms and antonyms

5. PRO TIP *Readers think of other words that mean the same th*
the opposite to help them better understand a



20 COVER OPTIONS!

Rationale:

This resource is designed for your students to receive just a few minutes a day of extra practice with key comprehension skills they need to be successful, independent readers and thinkers. These quick daily practice pages are *perfect* for ensuring that what you are teaching and modeling in class about reading is sticking with your kids! Through these daily practice pages, you can ensure students are spending time thinking about their reading and practicing these very important skills!

The comprehension skills covered are carefully chosen to reflect what readers at grade 2-3 should be practicing.

And the best part!? You have *everything* you need in this one resource to have a daily practice for an entire month! Just print, bind, and go!

Ideas for Using the Daily Comprehension Practice:

1. Use them as bell work at the beginning of the school day.
2. Use them as a warm-up to reading during your reading workshop.
3. Use them as 'exit slips' at the end of the school day or reading workshop.
4. Place them in a literacy center for comprehension.
5. Use them in guided reading as a quick warm-up to the lesson.
6. Send them home for extra practice and support!
7. Have students work in partners or small groups to complete the daily work.
8. Use them for tutoring.
9. And any other way you see this working for your unique schedule and student needs!

Thank you so much to these amazing artists, whose work is found in this resource!!















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Each half page of practice includes:

1. An 'I Can' statement with a helpful reading comprehension reminder.
2. An original story for each week. Stories are broken into 5 sections, so that students read a different part of the story each day of the week.
3. A custom illustration to match each day.
4. A challenge activity.
5. A 'Pro Tip' for students to think deeper about the comprehension focus
6. Two multiple choice questions about the passage that are related to the mini lesson focus statement.
7. One open-ended question about the comprehension skill.

***** There are 20 days of practice for grades 2-3 included in this set, enough for an entire month!**

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ASSEMBLE THE WORKBOOKS:

There are several options for putting together the daily reading work.

- **Use full sheets.**
- **Print front/back so that students have space to work on the daily challenge.**
- **Choose a color or B/W cover.**
- **Glue the cover to the front of a daily folder.**
- **3-hole punch the student pages and add them to the inside of the daily reading folder.**

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The Comprehension Skills

**please note that each comprehension skill has five days of focus. The skill includes a new 'I Can' statement each day, so that students are practicing one angle of the comprehension skill each day for a week. This is perfect for review and practice!

Patel Gets Organized → Personal Space		
Week 1	**Comprehension Focus**	**'I can' statement**
DAY 1	Problem/Solution	I can identify problems in a story as I read
DAY 2	Problem/Solution	I can learn lessons for my own life from problems in a story
DAY 3	Problem/Solution	I can predict problems and solutions in a story
DAY 4	Problem/Solution	I can compare the problems in the text to other books I have read
DAY 5	Problem/Solution	I can identify solutions in a story as I read

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The Comprehension Skills

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Mary's Mistake → Making Tough Choices		
Week 2	**Comprehension Focus**	**'I can' statement**
DAY 1	Main Ideas/Details	I can identify main ideas in a story as I read
DAY 2	Main Ideas/Details	I can identify details in a story as I read
DAY 3	Main Ideas/Details	I can find evidence in a story to support a main idea
DAY 4	Main Ideas/Details	I can think of details that could have been in the story
DAY 5	Main Ideas/Details	I can identify solutions in a story as I read

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The Comprehension Skills

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Always the New Kid → Moving to a New School		
Week 3	**Comprehension Focus**	**'I can' statement**
DAY 1	Vocabulary	I can identify the most important words in a sentence
DAY 2	Vocabulary	I can use context clues to define new words
DAY 3	Vocabulary	I can think of other meanings for words found in reading
DAY 4	Vocabulary	I can use word parts to help me define new words
DAY 5	Vocabulary	I can think of synonyms and antonyms for words

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The Comprehension Skills

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The Spelling Bee → Learning to Fail		
Week 4	**Comprehension Focus**	**'I can' statement**
DAY 1	Setting	I can identify the main setting in a story
DAY 2	Setting	I can find details that describe the setting in a story
DAY 3	Setting	I can use what I know to infer settings in a story
DAY 4	Setting	I can notice how characters feel about a story setting
DAY 5	Setting	I can identify the amount of time that passed in a story

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